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ABSTRACT

This report describes the research, development, field testing, and evaluation of a training program designed to help vocational education personnel serve handicapped students. The report details accomplishments including (1) results of interviews with vocational teachers and administrators; (2) overviews of the six slide/tape modules, examination of the participant's workbook and the leader's guide; (3) discussion of the pilot testing; and (4) results of an evaluation of the program. A list of potential uses cites inservice assistance by local administrators for vocational personnel, inservice activities for special education personnel, preservice instruction at the university level, inservice for administrators, preparation for parents, and training for support agency and postsecondary personnel. Module topics are mainstreaming, educators' roles and responsibilities, vocational teachers' assessment responsibilities, the ARD/IEP process, handicapping conditions, and choosing teaching techniques. (YLB)

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ED234167

Final Report

Mainstreaming the Handicapped: The Research and Development of a Six-Module Training Package

A Research Project
Conducted by

The Vocational Special Needs Program
College of Education
Texas A&M University

in cooperation with

Research Coordinating Unit
Division of Research
Department of Occupational Education and Technology
Texas Education Agency

and with

Interaction, Inc.

TAMU Contract Number 55422
TEA Contract Number 892-300-73

September 1, 1978 through June 30, 1979

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Linda H. Parrish

Principal Project Staff

Robert Gish
Marilyn Kok

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College Station, Texas 77843

CE 036 034

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August 1979

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Preface

The Vocational Special Needs Program at Texas A&M University is proud to present a comprehensive training program designed to help vocational education personnel serve handicapped students. "Including the Handicapped features six slide/tape presentations: 1) Including the Handicapped, 2) Roles, 3) Assessment, 4) Placement Process, 5) Insights, and 6) Teaching Skills. It also includes a set of participants' workbooks, and a leader's guide.

This training program will be the lasting result of our project and we sincerely hope vocational educators will benefit from it. With this in mind, we have prepared the following report with one goal: to describe the research, development, field-testing and evaluation of the training program. We have chosen a format that will present this information to you in as concise and organized a manner as possible.

If, however, you would like further information on the program itself, please turn to Appendix II, which includes the Leader's Guide. In this you will find a brief recapitulation of each slide presentation, three or four group acitvities for each module, and complete scripts. For further questions, please feel free to contact me.

For Appendix II, see ED 194789

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Acknowledgements

The program was developed by Texas A&M University in cooperation with Interaction, Inc., and the Research Coordinating Board, Department of Occupational and Technical Education, Texas Education Agency. We extend our sincere appreciation to Oscar Millican, Research Program Director, for his support throughout the project.

The project was originated by Marc E. Hull, Ph.D., of the Vermont State Department of Education. Dr. Hull also served as Chief Consultant to the Project.

Texas A&M University staff working on the project were: Linda H. Parrish, Project Director; Marilyn Kok, Editorial Specialist; Robert Gish, Research Specialist; Jerry Davidson, Research Assistant; and Tina Westphal, Secretary.

Roy Clifford, President of Interaction, Inc., of Houston, Texas, prepared the program's materials. Other Interaction, Inc., staff serving on the project were Jan Georgianna Taylor, photographer, and Harold Holden, artist.

The staff would like to express its appreciation to the following people for reviewing the program's content and assisting in the collection of research data: Jane Francis, Eleanor Mikulin, Ward Pendleton, Ray Sankowsky, Joann Ford, Nancy Atkinson.

The project staff would also like to express their appreciation to the following people for their cooperation in providing locations and models for the project's photography efforts:

Aldine Senior High, Aldine Independent School District

Vernon L. Lewis, Principal; Mrs. N. L. (Kitty) Spence, Assistant

Principal; Fred H. Richardson, Assistant Principal; Emmitt W. Hill, Assistant Principal; Mrs. Claudia Bond, English Teacher; Mrs. Margaret Eakin, Health Occupations Teacher; Frank Dykstra, Vocational Education Teacher for the Handicapped; Mrs. Betty J. Ennis, Vocational Adjustment Coordinator; Mrs. Sally Collum, Vocational Education for the Handicapped Teacher; Mrs. Wanda Glover, Teacher Aide; William G. (Bill) Minturn, Area Special Educational Consultant; Ms. Joan Somma, Educational Diagnostician.

Hamilton Junior High School, Houston Independent School District Mr. T. D. Tyson, Principal; Mrs. Adele Robinson, Instruction Coordinator, Vanguard Program.

J. L. McCullough Junior-Senior High School, Conroe Independent School District, Mr. Bobby Wiese, Principal; Ms. Judy Van Dyke, Science Teacher.

Project staff would also like to thank school districts from the following towns for contributing to research data:

Amarillo
Brenham
Canyon
Conroe
Corpus Christi
Denton
El Paso
Henderson
La Grange
La Porte
McAllen
Midland
Nacogdoches
Navasota
Odessa
Rockdale
San Antonio
Spring
Texarkana
Tyler
Waco
Weslaco

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Appendix I
Examples of Letters Requesting Training Program

Appendix II
Leader's Guide (See ED 194789)

1. Project No.: TEA Contract 892 300 73

2. Document Control No.: 851/3/31/78/4-1400

3. Title of Project: Mainstreaming the Handicapped

4. Grantee Organization: The Vocational Special Needs Program, Texas A&M University.

5. Project Director: Linda H. Parrish

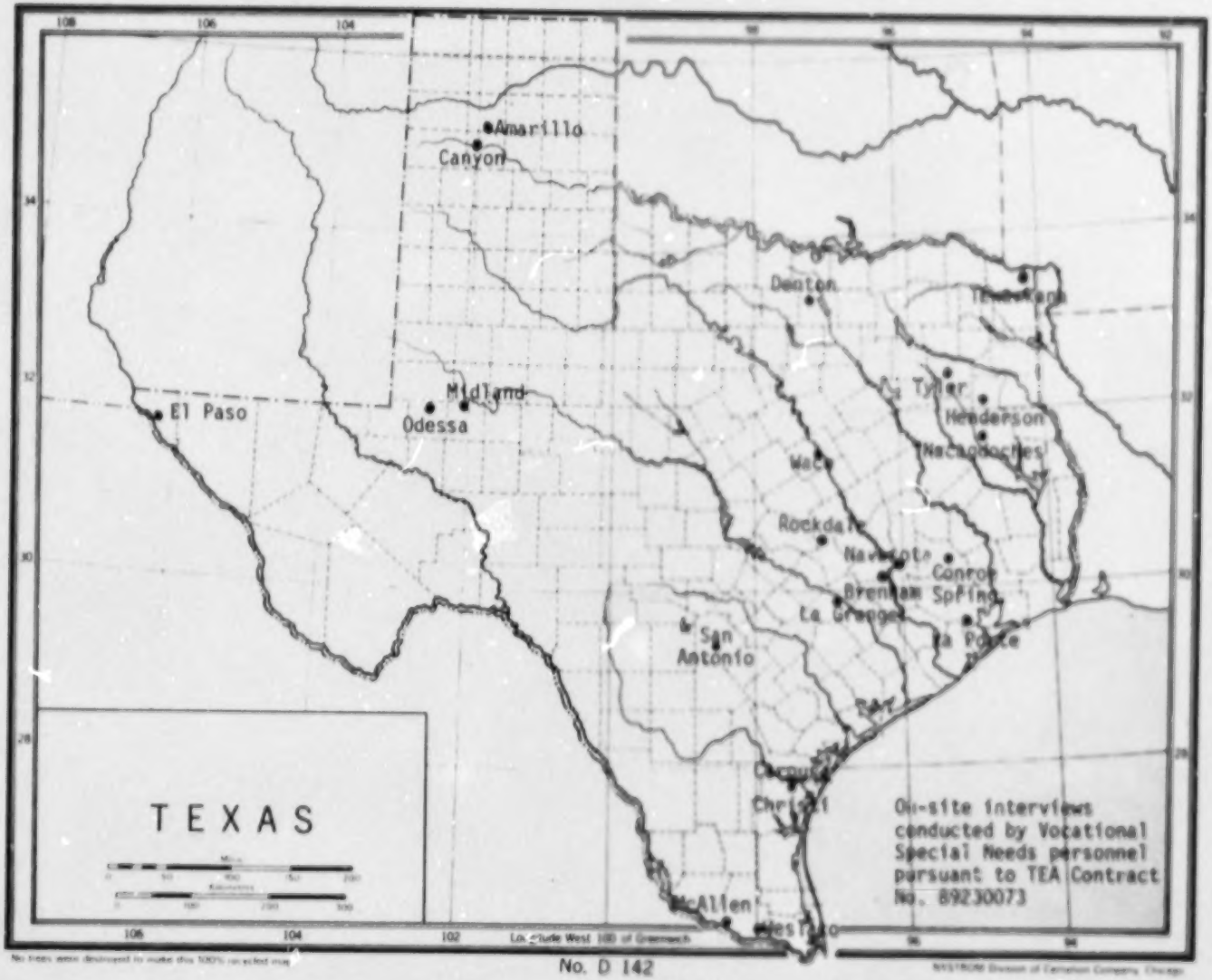
6. Period Covered: July 1, 1978 through June 30, 1979

7. Accomplishments: The primary objective of this project was the research, development, pilot testing, and evaluation of a training program for school personnel which would facilitate involving handicapped students in vocational education programs. This primary objective was achieved through the following accomplishments:

Research: In addition to extensive literature reviews and research, on-site interviews were carried out at the following locations, with both vocational teachers and vocational administrators. A map showing these locations follows on page 2.

Amarillo	La Grange	San Antonio
Bretham	La Porte	Spring
Canyon	McAllen	Texarkana
Conroe	Midland	Tyler
Corpus Christi	Nacogdoches	Waco
Denton	Navasota	Weslaco
El Paso	Odessa	
Henderson	Rockdale	

It was decided to use on-site interviews because so much can be gained through personal interaction concerning attitudes toward providing vocational education for handicapped students. Personal experiences, stories of success with handicapped students, problems and probable causes -- all these result when educators have an opportunity to speak to researchers. These non-quantifiable results


Amarillo
Canyon
Midland
Odessa
El Paso
Denton
Tyler
Henderson
Nacogdoches
Waco
Rockdale
Navasota
Conroe
Brenham
Spring
La Grange
La Porte
San Antonio
Corpus Christi
McAllen
TEXAS
On-site interviews conducted by Vocational Special Needs personnel pursuant to TEA Contract No. 89230073

No. D 142

of research were vital to the accomplishments of project objectives, but because of the non-quantifiable nature could never be adequately presented within a final report such as this. A brief discussion of attitudes and problems will follow the quantifiable data.

Project personnel used the following form during the interviews (tabulated responses are indicated).

"Mainstreaming the Handicapped"
Results of Interviews with Administrators
N = 20

1. How frequently did vocational education and special education meet formally?
   - 44% said never
   - 38% said regularly
   - 16% said as needed

2. What specific efforts for cooperation existed between special education and vocational education?
   - 38% said frequent meetings (including formal and informal)
   - 33% didn't answer
   - 16% said none
   - 11% said only as required by law

3. Who identified students as handicapped?
   - 55% said special education
   - 27% didn't answer
   - 16% said teachers (referrals)

4. How many IEP writing sessions have been attended?
   - 38% said none
   - 22% said very few
   - 22% didn't answer
   - 16% said only as required by law

5. Is regular staff trained to work with handicapped?
   - 83% said no
   - 11% didn't answer
   - 5% said yes

6. Has inservice been provided?
   - 55% said no
   - 38% said yes
   - 5% didn't answer

7. Is curriculum modified for handicapped?

33% said yes
33% said no
33% didn't answer

8. Have you participated in an ARD Committee?

72% said yes
22% said no
5% didn't answer

9. How would you evaluate vocational programs for the handicapped?

33% said poor
27% didn't answer
22% said very good
16% said okay

10. Who or what is most important to success of vocational programs for the handicapped?

44% didn't answer
44% said teacher
5% said student
5% said school environment

"Mainstreaming the Handicapped"
Results of Interviews with Teachers
N = 38

1. Have you received preparation for working with the handicapped?

77% said no
18% said yes

2. Have you worked on an IEP?

83% said no
8% said yes
8% didn't answer

3. Have you been to an Admissions, Review, and Dismissal meeting?

75% said no
16% said yes
8% didn't answer

4. How would you describe attitudes of non-handicapped to handicapped students?

55% said no problem
two most frequent problems mentioned were impatient and critical

5. How would you describe attitudes of handicapped to non-handicapped?

50% said no problem
most frequent problem mentioned was
insecurity, desire to be accepted

6. Where do you look for resources or assistance?

30% said they didn't ask anyone
22% said they went to other teachers
in their field
11% said they used printed materials
33% didn't answer

7. Have you checked the readability of your books?

50% said no
16% said yes
33% didn't answer

8. What is the most important barrier in teaching the handicapped?

16% said extra time required of teacher
16% said student's inability to keep up
13% said future employability
11% said student's attitudes
8% said student's inability to read
others were equipment and student behavior

9. Should grading be the same?

28% said should be graded according to ability
16% said should be graded the same
14% said on performance, and/or attitude
38% didn't answer

All but one of the schools surveyed had special education departments within their schools and all of these had special education students within their vocational programs. It is therefore highly significant that 38% of the administrators and 83% of the teachers had never assisted in the preparation of individual education plans (IEP's). Nevertheless, 44% of the administrators agreed that, in the end, classroom teachers are most important to the success of handicapped students in vocational programs.

Fully 83% of the administrators felt their teachers were not fully

qualified to work with handicapped students and 77% of the teachers felt unprepared. Yet 55% of the administrators had never been able to provide inservice for their teachers. It is to this end that the training program was developed.

When assessing the quality of vocational programs for the handicapped, 38% of the administrators felt the programs were either good or very good (versus 33% who felt they were poor).

It is particularly significant that in our methodological procedure teachers were given the freedom to answer as they wished (rather than being offered a certain group of choices). Nevertheless, most vocational teachers raised the same concerns toward teaching the handicapped in their classes. The five most frequently mentioned were:

1) Extra time required by teacher;
2) Student's inability to keep up;
3) Student's future employability;
4) Students' attitudes (both handicapped and non-handicapped students)
5) Student's inability to read.

Another interesting result of this research was that, of the teachers who responded to the question, 50% didn't know where to go for resources, 30% went to other vocational teachers, and 20% used printed materials. Only two teachers mentioned going to special education personnel. It would seem that coordination between special education and vocational education at the level of the classroom is still overlooked.

In conclusion, through our research it became evident that virtually without exception vocational administrators and teachers

interviewed have very positive attitudes toward working with handicapped students. When talking with teachers, especially, it became very clear that in many cases what they lacked in formal training they made up for in personal commitment to handicapped students as individuals. Furthermore, many regular vocational teachers interviewed in our research effort acknowledged these students less as "handicapped" and more as students who needed a little extra assistance, who exemplified different ways of learning, and required various evaluation techniques.

Whatever hesitation teachers and administrators did exhibit was based, quite often, on legitimate concerns:

- the quality of their vocational programs -- not for the sake of the programs, but for the sake of their students, handicapped and non-handicapped alike;
- the quality of their teaching -- again not because the teachers will have to work harder at teaching but because their students (both handicapped and non-handicapped) will have to work harder at learning if one student demands too much of the teacher's time.

These concerns established by vocational teachers and administrators are legitimate, as are safety, the student's employability, and the student's ability to fit comfortably in their classes.

Most of these concerns could be addressed and eliminated through appropriate placement, which makes the lack of vocational participation in the development of the IEP that much more regrettable. It is for this reason the appropriate assessment, placement, and understanding of the handicapped student has become the dominant theme in the training

program.

Development of a training program: Interaction, Inc., of Houston, Texas, was subcontracted to develop a training program with the assistance of project staff.

Based on our research, six slide/tape modules were developed, following the supplementary objectives they were designed to address.

> Objective:
>
> To improve understanding of the legal and moralistic objectives of mainstreaming and the rationale behind these objectives; and
>
> To provide insights into the barriers that will be faced in mainstreaming and the methods that may be utilized to overcome these barriers.

Module One, "Including the Handicapped," provides an overview of mainstreaming. It presents three reasons why mainstreaming is occurring:

1) The moral reason. For too long handicapped students have not been given the opportunities other citizens enjoy, but have instead been shunted out of the mainstream;
2) The economic reason. Appropriate vocational training leading to gainful employment is the most beneficial way to serve the handicapped population; and
3) The legal reason. Recent legislation (P.L. 93-122, P.L. 94-142, and P.L. 94-482) had mandated the vocational preparation of handicapped students.

Module One also presents an overview of the entire training program.

Objective:

To clarify the roles of the groups responsible for mainstreaming and improve communication and cooperation among these interacting groups.

Module Two outlines the various roles and responsibilities of educators involved in the vocational preparation of handicapped students:

1) The vocational teacher -- responsible for direct services to student
2) The building level principal -- gather necessary resources and funds
3) The vocational director -- primarily responsible for vocational programs
4) The special education director -- responsible for matching student with program
5) The vocational counselor -- works with student and teacher
6) The resource teacher -- works with student and teachers
7) The IEP Committee -- draws up educational plans

Objective:

To describe the assessment responsibilities of vocational teachers with reference to the development of individualized education plans and placement in vocational programs.

Module Three describes the assessment responsibilities of vocational teachers by suggesting the following three approaches:

1) Teachers can ask prospective students about their vocational interests, abilities, and experiences;
2) Teachers can observe what students enjoy doing, are able to do, and are willing to learn about;
3) Teachers can test, in cooperation with diagnosticians, to determine physical and mental strengths and limitations with respect to vocational education.

Objective:

To identify strategies for the optimum and successful utilization of vocational Admission, Review and Dismissal (ARD) Committees, and to identify the role that vocational educators can play in the development and successful implementation of individual education programs (IEP's).

Module Four uses a case study approach to describe the ARD/IEP process. One student is shown moving from the regular classroom to referral for special services through assessment, the ARD, IEP, and into vocational education. Special attention is given to the requirement for the IEP and to the vocational educator's role in the development of the IEP.

Objective:

To provide general information about the characteristics of handicapped students that tend to inhibit their performance in the classroom.

Module Five also uses a case study approach to provide insights into handicapping conditions. Rather than provide general -- and somewhat vague -- characteristics of handicapping conditions, two students, one blind and one learning disabled, are allowed to tell their perspective on having a handicap. The workbook picks up from the slide presentation and has monologues of six other students representing mental retardation, orthopedic impairment, hearing impairment, speech impairment, emotional disturbance, and other health impairments. The workbook also gives a succinct description of characteristics for each handicap.

Objective:

To provide instructors with teaching techniques that will facilitate the adjustment and learning process of handicapped students in vocational programs and to provide instructors with insights into how students with different handicaps learn and the teaching methods instructors should utilize for each specific handicap in order to insure learning success.

Module Six presents a framework for choosing teaching techniques when working with handicapped students. Viewers are encouraged to analyze which of the student's learning channels are impaired:

1) Input impairments will affect students who cannot input learning traditionally (for example, blind and deaf students);
2) Processing impairments affect students who cannot process imformation even after inputting it (learning disabled students, for example);
3) Output impairments affect students who cannot give back information in the traditional ways (for example, speech impaired students).

Module Six provides some suggestions for how to alter teaching once the student's specific learning problem has been identified.

In addition of six slide/tape presentations, a participant's workbook and an accompanying leader's guide were developed. The leader's guide is included in the appendix. The workbook gives a brief recapitulation of what was presented in the slide/tape shows and provides supplementary information as well. Following the brief section on each module, three or four activities are described through which teachers can put learning into action. Every effort has been made to insure that these activities, 1) localize learning so that the

information in the program can be applicable to participants in their own schools, and 2) builds upon participants' own experience and expertise.

The leader's guide is essentially the participant's workbook with additional "Special Instructions" for those presenting the program.

The entire program is packaged in a white cardboard box and includes:

15 Participant's Workbooks

6 Slide series (one per module)

6 Tapes with both audible and inaudible tones (one per module)

1 Leader's Guide

Pilot testing: The program was pilot tested first at Stillwater, Oklahoma, in May, 1979, by Lindy Wright, Kenne Turner, and Tico Foley, members of the Vocational Special Needs Program at Texas A&M University. Several slides were changed as a result of this viewing. The evaluations from this pilot test are included in the evaluation summary.

The program was again field-tested at San Antonio in May, 1979, by Nan Crowell and Tico Foley of the Vocational Special Needs Program at Texas A&M. Again slight changes were made; evaluations from this test are also included in the evaluation summary.

Finally, a formal pilot test of the entire program was presented at Waco, on June 13-15, 1979, by Marilyn Kok, principal investigator on the project.

Evaluation: At the conclusion of the Waco pilot test, a formal evaluation was conducted by the participants. The results of this evaluation, together with the evaluations resulting from the other

pilot-tests and from the dissemination conference (described later in this report) are located on the following pages.

Evaluation Instrument for "Including the Handicapped"

Program Modules

Instructions: After reviewing the program series "Including the Handicapped," please respond to the following sets of questions by circling the appropriate letter on the continuum (Strongly disagree --- strongly agree) which best respresents your reaction.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. The Series as a Whole					
1. The information is clearly presented.	0%	2.2%	2.2%	54%	40%
2. The information is "true-to life."	0%	2.2%	3%	56%	34%
3. The language of the series is too much like a textbook, and as such will neither appeal nor affect vocational educators.	20%	47%	10%	14%	4%
4. The series follows a logical sequence.	0%	1%	19%	63%	22%
5. The series is too long.	15%	43%	16%	11%	5%
6. Each module could stand alone.	1%	9%	16%	40%	21%
B. Audio Information					
1. The quality of the speaking voice was good.	0%	2%	4%	53%	41%
2. The speed of narration was appropriate.	0%	1%	9%	55%	36%
3. It would have been preferable if the speaking voice was more "true-to-life" (less polished and professional sounding).	13%	36%	15%	27%	7%
C. Visual Information					
1. The slides complemented the taped information.	0%	1%	2%	70%	26%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. The photographs were up-to-date and appealing.	0%	1%	8%	58%	33%
3. The slides with words on them looked professional.	0%	3%	9%	56%	32%
4. The slides were necessary to achieve the desired learning experience.	0%	0%	4%	63%	32%
5. The slides indicated a lot of forethought went into their choosing and a lot of work into their development.	1%	3%	9%	56%	29%
D. General					
1. The slide/tape series will increase vocational teachers' ability to work with handicapped students.	0%	4%	10%	54%	30%
2. The information in this series is new to vocational teachers.	3%	14%	16%	42%	19%
3. The information is new to vocational administrators.	2%	18%	20%	37%	19%
4. The series "talks down" to the intended audience, vocational education personnel.	16%	50%	14%	15%	1%
5. The series assumes that vocational educators know too much about the process for providing special services to students.	14%	45%	15%	18%	3%
6. Vocational teachers need this information.	1%	3%	5%	53%	36%
7. The series will increase vocational teachers' willingness to work with handicapped students.	0%	7%	23%	54%	13%
8. This series will increase the ability of vocational education to work with handicapped students.	0%	5%	13%	64%	14%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. This series misrepresents special education role in the process.	14%	51%	15%	12%	1%
10. This series reflects a sound knowledge of the working relationship between special education and vocational education in public schools today.	0%	12%	23%	41%	18%

Comments on the series:

On Section A, question 1, "Be better if I knew more," and on secion D, question 2, about the information being new to vocational teachers, "Had I not had some of this information in graduate school, I'd have been lost." On section D, question 7, the series will increase vocational teachers' willingness to work with handicapped students, "depending on previous attitudes." In section C, questions about the visuals, "Visuals were very good, the pictures with words are good." In section D, question 1, if the series will increase vocational teachers's ability to work with handicapped students, "I'm very worried about negative feelings being enforced."

In section B on Audio Information, "somewhat deep." In section C, "Framework slide needs to be clearer," and "shop teachers don't wear suits, do they?" "Personally don't like so many word slides -- or not so much time spent on word slide." Also, "Too many of Joe in same setting. Other settings available?" "Too repetitious, more pictures would have helped."

In section A, the series as a whole, and the question about the length of the series, "Depends on how scheduled. Frankly, I was worn out after unit 3 and needed more breaks to facilitate attention."

More generalized comments were:

"On all discussions and activities, I worry about the training and attitude of discussion leader. If the wrong person directs discussion negative attitudes may be fostered and reinforced, one person may "hog" discussion and others have no opportunity to express opinions. Leader needs training. . .perhaps this will be achieved at conference with ESC people later this month. Best activities were case studies -- facilitated communication between people serving on ARD/IEP Committies and allowed for specific application to that school system."

"This program was a big help to vocational agriculture teachers who all have special education students in their classes."

"Somewhat mickey mouse, but we lack background for other parts."

"The program was very educational and I thoroughly enjoyed it."

"Activities are very clear and concise. I think this type of program will really affect the vocational educators and special educators."

"The art work was very clever. Module 3 -- very concrete, specific, helpful information. I like the analogy to a classroom theatre."

"Very well done -- only comment have more disabilities represented. These people were very becoming -- nice to look at, focus also on the reverse, maybe three minute segments on each disability."

"Show students working, not just standin' around. Trades teachers will identify better seeing students working. Good use of inverted slide as beginning to emphasize the LD perception. Good ideas! I felt that vocational education teacher could benefit! Be careful of showing the able-disabled as harsh, non-human, non-emotional or super-human. Keep up the great efforts. I appreciate your work."

"Leader's Guide: reference activities (pages 5-16 to module numbers), Module 3 narrative is cut off on page 23. Slides: Add title and A&M logo to first slide of each module. Add a black slide to each set at start to block off light on screen.
Booklets: Leader's guide and workbooks should be clearly marked. Re-word or clarify IEP Committee references."

"I am concerned about the fourth Module: Placement slide tape script. . . where the 2nd step in placement is identified as 'seek help from professionals' and then the diagnostician contacts the parents. . . this may promote confusion at the local level because if leaves the Referral Committee out -- Overall, I think the series is very good and easily adapted to fill many staff development needs -- Good job!"

"Label books -- 'Leader's' -- 'Participants' -- in obvious places on book. Leader's Manual -- Module 1, etc., on Special Activities pages. ARD Committee writes IEP. Perhaps could say---vocational person participate in ARD in script. Excellent dissemination of materials."

"Assessment narrative is not complete, one part is missing. We appreciate the effort that went into the modules and look forward to using them."

"On Module #4, the job list should have been limited -- too many subheadings. On one of the tape presentations the description of a given job -- 'the role of the diagnostician,' was too precise and positive. There can be many different variations to each Region's way and the ISD's for integrating the job description of each role with regards to an IEP, ARD, etc. For Module 4 -- the sheet could have used some

lines. The modules, obviously, can be used on separate presentations. --Now for the positive side. I thoroughly enjoyed the entire meeting -- well worth while -- well planned, beautiful facilitators from Aggieland and worth the hassle on Rio Airlines."

"For effective program building at an LEA level, more explanation of the role of special education will be needed to be supplemented by a presenter. I wish more depth could have been furnished, particularly in the assessment section. The staff seeking of resources was obviously excellent, and the conference was enjoyable!"

"First module -- introduction -- good, clear. Some negative attitude may be turned off by it -- would someone from outside that school help talk through some of these feelings so they will be open to following activities and modules. Activity -- same thing. . . if no one trained leads this discussion, it may confirm the doubts and negative feelings of the groups as a whole. Second module -- good film, liked the analogy of theatre - role. . .very captivating. Good activity -- again the person leading is a key to success of introducing or supporting positive attitudes. Third module - good. Gave positive actions to be taken which seems feasible. Activity - fair. . .helps clear up semantics. Fourth module - slide, good, clear presentation. Activity - very effective - these case studies are really good because they bring up discussion which can be geared to the specific school district where this program is being given -- elicit discussion -- increased understanding by parties present of each other. See this as very effective if people involved in ARD/IEP committees would attend and engage in dialogue. May need to include techniques in leader's manual for shifting discussion when there is someone who

keeps taking over to the point that others don't get to express themselves."

From this summary and list of comments it is clear that most viewers believed that the training program would accomplish its purpose of assisting vocational teachers in training handicapped students.

In addition to the evaluations resulting from pilot-testing and dissemination, we also sought the techincal evaluation of five individuals:

Ray Sankowsky, Associate Professor, Auburn University:
His major criticism was that the slide series had too many "word slides" (as opposed to photographs). He also pointed out the original omission of the economic reason for mainstreaming.

Joann Ford, Principal, Georgetown ISD:
We sought the technical advice of Ms. Ford on the case study in Module Five on the blind student (Ms. Ford is visually impaired).

Ward Pendleton and Jane Francis:
These are two of the leading authorities in Texas dealing with the vocational assessment of handicapped students in secondary schools. As a result of their evaluation, we altered our original draft of Module Three (Assessment) to make it less technical and more immediately applicable to vocational teachers.

Nancy Atkinson, Teacher, Bryan ISD:

We sought the services of Ms. Atkinson in evaluating the monologue of the emotionally disturbed student in Module Five of the workbook. Ms. Atkinson teaches in a unit for disruptive students in Bryan ISD.

Marc Hull, Chief Consultant of the project provided his valuable evaluation and suggestions for improvement throughout the project. In addition to assisting with the research approach, Dr. Hull evaluated all original scripts. He was especially instrumental in the revision of the Assessment module.

Finally, Eleanor Mikulin of the Texas Education Agency provided technical evaluation of all scripts and made important suggestions for revision, as well as attending the evaluation and dissemination workshop.

As a result of these evaluations, we made three changes:

1) As already mentioned, we rewrote the assessment script;
2) We switched 27 "word slides" for photographs;
3) We combined the original leader's guide (which consisted of preliminary instructions for the leader, special instructions for each activity, and scripts) with the participant's workbook to form one larger manual.

In these ways we have accomplished our major objective, the research development, pilot testing, and evaluation of a training program for school personnel which would facilitate involving handicapped students in vocational education programs.

8. Major Activities and Events: Because this is the final report of the project, major activities and events have been summarized under the preceding item, #7, so that the relationship of the activities and events can be seen in respect to attaining the objective stated in the original proposal.

9. Problems: No major problems inhibited the accomplishment of project goals. Because the development of the training program required attention as soon as the project began if it was to be completed on schedule, it was difficult at times to coordinate research and development. It was sometimes necessary to proceed with development before research was completed in a certain area and then revise as necessary. We believe, however, that the product justly reflects the needs of vocational personnel as evidenced by research.

10. Publicity Activities: Even before the program was completed, project staff were making its availability known through national conferences (Council for Exceptional Children, Dallas, April, 1979), and through resource guides. The Project Director, Linda H. Parrish, also appeared on a local television show, hosted by Sharon Colson, to explain the project research, development, and dissemination activities. The Principal Investigator, Marilyn Kok, gave a presentation at the Research and Dissemination Conference, held at Texas A&M University, on June 12, 1979.

To date, project staff have received over twelve requests for the program and are weekly, receiving more. It is our recommendation that provision be made for the dissemination of the program on a cost-recovery basis.

11. Dissemination Activities: Thirty complete programs were developed and have been disseminated in the following way:

20 to each of the 20 Educational Service Centers

2 to Texas Education Agency

4 to the Vocational Special Needs Program at Texas A&M University

4 to the Center for Career Development and Occupational Preparation

In order to enhance the future use of the training programs by the ESC's and those who obtain the program on loan from the ESC's, a dissemination conference was held at which representatives from each ESC would receive instruction in the use of the program. This conference was held on June 29, 1979, and was attended by representatives from 17 Education Service Centers. Representatives were trained in the use of the multi-media modules before returning with their products.

Dan Bailey
Region I Education Service Center
Edinburg, Texas

Joe R. Blott, Jr.
Region XIX Education Service Center
El Paso, Texas

Martha Collins
Region VIII Education Service Center
Mt. Pleasant, Texas

John Elam
Region II Education Service Center
Corpus Christi, Texas

Margaret Fletcher
Region IV Education Service Center
Houston, Texas

Jane Francis
Region XX Education Service Center
San Antonio, Texas

Dennis Friedrick
Region XV Education Service Center
San Angelo, Texas

Lee Nell Gann
Region XIV Education Service Center
Abilene, Texas

Joe A. Green
Region IX Education Service Center
Wichita Falls, Texas

John A. Hall
Region VII Education Service Center
Kilgore, Texas

Maxine Lain
Region XIII Education Service Center
Austin, Texas

Gene Norman
Region XVI Education Service Center
Amarillo, Texas

Modelle Overcast
Region X Education Service Center
Richardson, Texas

Jack M. Ross
Region XII Education Service Center
Waco, Texas

T. S. Stone
Region V Education Service Center
Beaumont, Texas

Sally Turlington
Region VI Education Service Center
Huntsville, Texas

Joan Water
Region III Education Service Center
Victoria, Texas

At the conclusion of this conference representatives received their copy of the training program (the other three ESC's received their copy by mail).

To further the use of this training program, it is our recommendation that provision be made for a brochure to be printed

and sent to all administrators of schools with vocational programs advising them of the availability of the program at their regional ESC. This brochure could also be sent to vocational special needs programs throughout the country in order to encourage the greatest benefit of the project to vocational teachers and ultimately to handicapped students.

12. Potential Utilization of Project Results: The research results of this project were primarily intended to be utilized in the development of the training program. This purpose they served. In addition to this, these results could be useful to educational administrators in planning programs, altering local policies, or scheduling inservice.

The primary product of this project, however is the modularized training program. Requests for the information concerning the purchase of the training program indicate how quickly this program will be utilized not only in Texas but throughout the United States. (See appendix for such requests).

Flexibility has been built into the training program. Presenters can use any individual module or can use all six modules. Presenters can also use any or all of the activities designed to supplement the slide presentations. Because of this built-in flexibility, one slide presentation can be used to provide a succinct 15-minute overview (on Roles, Assessment, Teaching Techniques, and so forth); or the entire training program (complete with activities) can fill a three-day workshop.

Furthermore, the training program has been carefully developed to provide localized training. Throughout the program activities,

presenters are encouraged to use forms from their local school district; participants are encouraged to use case studies to work through local problems, and to apply state policies and procedures to local staffing and situations.

A list of potential uses for the training program would include:

- Inservice presented by local administrators for their vocational personnel:

  This is the primary intended use of the training program. To this end, instructions for the use of the training program are as complete as possible, and instructions for the activities are very detailed. Special instructions included in the Leader's Guide (see Appendix) include "Hidden Purposes," "Possible Problems," "Solutions" and any necessary forms.

- Inservice activities presented to vocational personnel by educational service center personnel, university personnel, support agency personnel and so forth:

  Even before the conclusion of the project, Vocational Special Needs personnel at Texas A&M University were using the training programs. It is our belief that the program will receive widespread use across the state of Texas.

- Inservice activities presented to special education personnel:

  It is our belief that this training program would give special education personnel a different perspective on the vocational education of handicapped students in regular programs. Seen from the vocational educator's perspective, the training program could encourage special

education personnel to increase the coordination of placement decisions, communication concerning appropriate educational programs, and cooperation for the delivery of necessary services.

- Preservice instruction at the university level:

  Because the program is so firmly grounded in local school situations, we believe it would be an excellent vehicle for the preparation of prospective teachers.

- Inservice for Administrators:

  Although prepared primarily for the personnel development of classroom teachers, it is our belief that this training program could be used in the preparation of administrators as to the policies and procedures related to the vocational education of handicapped students.

- Preparation for parents:

  This training program could readily be adapted for the preparation of parents for the handicapped child's involvement in vocational education. It would give them a good grounding in the policies and procedures related to the vocational assessment, placement, and training of handicapped students.

- Support agency personnel:

  As with the parents, the training program could be adapted for the preparation of support agency personnel for their participation in the vocational education of handicapped students. Such support agencies would include Texas Rehabilitation Commission, Mental Health/

Mental Retardation agencies, Commission for the Deaf, Commission for the Blind, and so forth.

- Post-secondary personnel:

  This training program could be used to show post-secondary personnel policies and procedures in secondary schools. This, we hope, would be a step toward increasing the articulation between secondary and post-secondary institutions in the vocational preparation of handicapped students. The program could also be adapted to provide training for vocational personnel at the post-secondary level in working with handicapped students.

13. Staff Employment and Utilization: The Project Director, Linda Parrish, has supervised and assisted in implementing all activities of the contract. She participated in the research interviews throughout the state; during the period in which the scripts for the slide series were being prepared by the subcontractor she participated in weekly meetings to contribute to the scripts, evaluate, and suggest revisions. She also contributed to the workbook and leader's guide and participated in the field-testing and overall evaluation activities toward the end of the project.

Robert Gish, principal investigator on the project from September through March, participated in research and in the preparation of scripts for the slide series. Marilyn Kok, principal investigator from March through June, played a major role in the evaluation and revision of the workbook and the preparation of activities. She also collected the necessary materials for packaging the training program

and, with the assistance of the project director, organized the pilot tests and dissemination conference.

Research Assistant Jerry Davidson contributed to research efforts and secretary Tina Westphal provided clerical support for project activities.

Project staff are grateful to subcontractor Roy Clifford of Interaction, Inc., and to his able assistant Jan Taylor for the major role they played in the development and scheduled completion of the training program.

And finally, project staff recognizes the vitally important role in this project played by Marc Hull, Chief Consultant and originator of the training program.

APPENDIX I

Examples of Letters Requesting
Training Program

Hermit Keenum, Superintendent
Cobb County Schools
Loyd C. Cox, Superintendent
Marietta City Schools
L. Lee Leverette
Director

Marietta-Cobb Area
Vocational-Technical School
980 SOUTH COBB DRIVE, S.E.
MARIETTA, GEORGIA 30060

April 30, 1979

Dr. Kerne G. Turner
Project Encounter
Texas A & M University
College Station TX 77840

Dear Dr. Turner:

ENCOUNTER addresses some critical awarness issues in intergrating career-vocational-special education. We are interested in a materials list and the possibilities of loan or purchase.

Please send a price list for the audio-visual teacher-administrator awareness units.

Sincerely,

Ann Winters

Ann Winters
CAREER DEVELOPMENT CENTER

AMPHITHEATER PUBLIC SCHOOLS

125 East Prince Road (602) 887-5500 Tucson, Arizona 85705

May 9, 1979

Dr. Kenne G. Turner
Vocational Special Needs, Project ENCOUNTER
Harrington Education Center
College of Education
Texas A & M University
College Station, Texas 77843

Dear Dr. Turner:

We at Project E.M.P.L.O.Y. enjoyed hearing about your project at the Dallas C.E.C. Conference recently. Furthermore, we are very interested in examining your questionnaires, modules, multi-media presentations, etc. in more depth.

Please send us a list of the materials that you have available and a price list. We look forward to hearing from you.

Thank-you

Sincerely,

Richard Knutson

Sam Minner
Co-coordinators - PROJECT E.M.P.L.O.Y.
125 East Prince Road
Tucson, Arizona 85705